

Results of actualization learning basic training participants and evaluation of performance trainer and committee

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Abstract

This research is intended to to analyze the differences in the actualization of essential training participants on gender, position, and education level of prospective civil servant participants. The second objective is to analyze the assessment of resource persons and the committee's performance during the basic training process. This research used a quantitative-descriptive method to explain the data obtained through the actualization of Civil Servant Candidates. The sample was selected using the purposive sampling technique. The total participant was 50 candidates for Civil Servants (32 males and 18 females). The results of participants' actualization were analyzed using two-way ANOVA analysis. This research shows significant differences in the actualization of male and female participants. The score of male participants is better than the score of female participants on the actualization of education. Then the results of the actualization of prospective civil servant participants who chose the formation of lecturers and teachers were no different, and the actualization of candidates for civil servants with graduates at the undergraduate, masters, and doctoral levels was no different. Furthermore, the performance of the trainers and committee during the basic training was very satisfactory, which was assessed by the participants.

Keywords: Actualization learning; basic training; civil servant candidates; performance committee; performance trainers

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1. Introduction

There are some negative assumptions from participants and leaders who become mentors in relation to the basic training for prospective civil servants that basic training that training is only an administrative requirement. There is a view that the implementation of basic training for Civil Servant Candidates (ASN) is only a formality and administrative requirement to be appointed as Civil Servants, and the graduates have not been able to make a real contribution to achieving organizational goals (Yudha et al., 2021; Frolova & Ryabova, 2018). To eliminate the negative attitudes towards implementing basic training, it is necessary to manage training by the guidelines for implementing basic training for the prospective civil servants that state administrative institutions have determined (Suhendar & Suryana 2021; Rohmah et al., 2020; Mahfuzah et al., 2021).

Basic training is an organizational effort to help employees gradually; the training should be integrated and sustainable, carried out by professionals who are able to transfer knowledge, skills, and attitudes to employees to become more skillful, responsible, and professional according to relevant posts of work with the established standards of operations (Hanaysha, 2016; Beer et al., 2016; Peretz et al., 2015). After the participants were provided with the basic training, they are expected to implement the knowledge into such actual activities as the output of the training results. This is referred to as self-actualization (Ngai et al., 2016; ElBedawy et al., 2017; Garifullina et al., 2019). The actualization activities are a form of the participant's ability to implement the theory into practice, converting concepts into constructs and turning ideas into actions (reality). As the participants finished performing the actuation, an assessment was then carried out by the resource person on the actualization activities of the prospective civil servant participants (D'Souza et al., 2015; Dmitrienko et al., 2017).

The objectives of training, according to Moekijat (1992), are to develop: (1) the skills of the employees so that they are able to complete their tasks well, quickly, effectively, and efficiently; (2) the knowledge of the employees so that they are able to complete their works rationally; (3) the attitudes of the employees so they have the ability to collaborate with colleagues and their leaders. In addition, Fukkink et al. (2019) explain the results of their research that pre-service training is the professional development of employees at an early stage, the interaction effect of the training shows that employees who lack mastery of skills benefit from such pre-service training programs.

The training participants were madrasah teachers and lecturers from religion-based state universities and state Islamic universities in East Java. The research data were obtained during the implementation thoroughly of the basic training for the Civil Servant Candidates at the Religious Education and Training Center Surabaya. The research data found that there were problems in the implementation of actualization activities by the participants. The actualization activities by the participants were not in line with the qualification and competence of the field of work as stipulated in the Decree of Civil Servants (SK). The actualization of the participants was based on the duties of the leaders as well as the co-workers of the participants whose competency in technology is not satisfying, thus hindering the implementation of the actualization. The actualization guidance was also not based on the guideline form and the continuation of the actualization, which was changed from face-to-face learning to online learning through e-learning applications. Based on the issues presented, an analysis of the condition of the participants' actualization activities should be conducted along with the analysis of the participants' responses to mentors and training resource persons.

Actualization during habituation that the participants of the training in learning the habituation agenda are facilitated to produce a specific persistent life situation that allows the participants to carry out the habituation process to perform according to particular criteria. The creation is directed at

character building as an ideal self-character through internalization and self-actualization through specific interventions (stimuli) that will be carried out in job duties at the workplace. Kamal & Elim (2018) state that the project-based learning model is a process of learning outcomes by carrying out specific activities to the objectives and involving participants in completing projects. This model may develop the abilities of the participants to plan, communicate, solve emerging problems, and make the right decisions.

Actualization in the workplace is carried out through guidance and supervision from the leaders as the participant's mentor and the coach as a resource person for the Basic Training of Civil Servant Candidates. Mentoring is an interpersonal relationship in the form of care and support between individuals with extensive experience and knowledge and individuals who are less experienced and have less ability (Vasileva et al., 2018). Mentoring is carried out regularly within a certain period so that there is an increase in competence and improved character of the employees. During mentoring, a commitment should be built together to increase the competence and maintain the attitude of respect and loyalty among respective parties.

In terms of the committee and resource persons (Razali, 2020; Wahyuningsih & Sartika, 2020), the committee acts as an organization body in carrying out activities, while the resource persons work as mentors to deliver material during the training (Gareis et al., 2014). The readiness of both parties is essential to determine the success of the basic training (Radakovic & Antonijevic, 2013; Sembiring, 2019; Borins, 1999; Sekerin et al., 2018). To find out whether the training was going well or not, it was necessary to assess or analysis the participant's responses to the performance of the committee and resource persons. The results of the actualization and assessment of the training are expected to provide evidence that the basic movement of the civil servants should be carried out with full responsibility. Based on these issues, this research aims to:

1. analyze the differences in the results of the actualization of basic training on gender;
2. analyze differences in the results of the actualization of basic training on the positions or formations of participants;
3. analyze the differences between the results of the actualization of participants of the basic training on the education level of the civil servant candidates; and
4. analyze the assessment of performance of the resource persons and the committee's during the basic training process.

2. Methods

1.1. Sample research

This research uses a quantitative-descriptive method to explain the data obtained through the actualization activities by the Civil Servant Candidates (CPNS). Samples were selected using the purposive sampling technique and determined by the subject based on the characteristics of the population. The research population was in the Religious Education and Training Center Surabaya. The number of samples was 50 participants of Civil Servants Candidates (CPNS).

As in Table 1, there are three things regarding the demographic background of the sample, including gender, position, and education of basic training participants. The total sample was 50, consisting of 32 male and 18 female participants. There were 28 teacher positions with 17 male teachers (53.12%) and

female teachers of 11 participants (64.71%). There are 22 lecturers with 15 male lecturers (46.88%) and female lecturers of 7 participants (41.18%). Participants with education background of Bachelor's Degree (S1) totaled 29 participants with 17 male participants (53.12%) and female participants of 11 (61.11%); there was 1 female holding Bachelor's Degree overseas (5.55%), while 21 participants with Master's Degree in Education, consisting of 15 male participants (46.88%) and female participants of 6 (33.33%).

Table 1. Demographics of participants of the basic training

Position		Male (n=32)	Female (n=18)
Teacher (n=28)	Total/Percentage	17(53.12%)	11(64.71%)
Lecturer (n=22)	Total/Percentage	15(46.88%)	7(41.18%)
Educational stage			
Bachelor's Degree (n=28)	Total/Percentage	17 (53.12%)	11(61.11%)
Bachelor's Degree *(n=1)	Total/Percentage		1(5.55%)
Master's Degree (n=21)	Total/Percentage	15 (46.88%)	6(33.33%)
	N total	32	18

*: Bachelor's Degree from abroad

2.2 Research instrument

This study consisted of gender as the independent variable and results from the actualization as the dependent variable. The actualization results were obtained after being given training by the trainers. Then implementation was measured by distributing questionnaires to the participants. The questionnaire consists of some aspects to assess the trainers' performance during the training implementation process (level of satisfaction).

The participants filled the questionnaire as a test of satisfaction with the trainers' performance. The questionnaire consists of two aspects, namely criteria related to the overall assessment of the trainers consisting of 11 *widyaiswara* (an administrative position of teacher trainer at government's office) with ten assessment aspects. The second aspect is associated with assessing the preparation of the basic training committee. The instrument for evaluating the committee's performance consists of 13 elements of assessment.

2.3 Data Collection Process

This research consists of two results. The first is related to the actualization of prospective Civil Servant participants. The second is the results of evaluating the committee and resource persons during the training. The process of collecting data on the actualization of prospective Civil Servant participants with interview and direct observation techniques. The interview and observation rubrics are designed in a holistic description consisting of several assessment indicators. Then the process of collecting data related to the evaluation of the committee and resource persons using a questionnaire technique. The questionnaire used contains elements of an assessment of the performance of the resource persons during the training implementation process. Besides using interviews, observations, and questionnaires, supporting data collection techniques also use documentation of activities during the coach's duration.

2.4 Data analysis

The actualization by the participants of the basic training was analyzed using a two-way ANOVA assisted by SPSS. The two-way ANOVA test was used to test the differences in the actualization results based on gender, position, and education background of the selected participants of the basic training. The assessment to the resource persons of the training and the committee's performance was analyzed

by calculating the percentage of each aspect. Before the instrument was tested with a two-way ANOVA, all devices were declared valid and reliable, and the data used were normally distributed.

2. Results and Discussion

3.1 Mean and difference test on actualization results

Table 2 presents the average score and standard deviation of the actualization by the participants of the basic training for civil servant candidates. The average score of actualization shows that the score by male participants is higher than the female participants (male: M=86.50 with SD=2.01; female: M=84.30 with SD=2.06). The average score of the participants as teachers is higher than lecturers (teachers: M = 85.44 with SD = 2.15; lecturers: M = 85.40 with SD = 2.26), while in terms of the education background, the average score for Bachelor's (S1) is higher than Master's (S2) (S1: M=85.44 with SD=2.15; S1*: M=84.25; S2: M=85.45 with SD=2.30). Meanwhile, the average results in each category can be seen in Table 2.

Table 2. Mean and Standard Deviation from participants' actualization results

Categories	Gender	Mean	Std. Deviation	N
Position				
Teacher	Male	85.91	2.10	17
	Female	84.71	2.11	11
	Total	85.44	2.15	28
Lecturer	Male	86.21	1.95	15
	Female	83.65	1.95	7
	Total	85.40	2.26	22
Education Level				
Bachelor's (S1)	Male	85.91	2.10	17
	Female	84.71	2.11	11
	Total	85.44	2.15	28
Bachelor's (S1)*	Female	84.25	.	1
Master's (S2)	Male	86.21	1.95	15
	Female	83.56	2.12	6
	Total	85.45	2.30	21
Total Gender	Male	86.05	2.01	32
	Female	84.30	2,06	18

*: Bachelor's Degree from abroad

3.2 Two-way ANOVA test analysis on participant actualization results

The two-way ANOVA test was conducted to examine differences in the actualization by the participants of the basic training based on gender, education level, position, and their relationship. The test was carried out by using IBM SPSS 24 application. Table 3 shows whether there is a difference between the dependent and independent variables. The first relationship shows a significant difference in the actualization results between male and female participants with sig 0.004. The second relationship shows that there is no difference in the results of the actualization between participants who graduated from S1 (domestic), abroad, and Master's levels. The third shows no difference between the results of actualization in terms of gender and the education of the participants. The fourth relationship shows no difference between the results of actualization between the participants with the position as teachers and lecturers. The fifth relationship showed no significant difference between the comparison of the participants in terms of gender and occupation categories.

Table 3. Two-way ANOVA test for the results of actualization by the participants

Independent variables and Dimension	df	Mean Square	F	Sig. (2-tailed)
Gender	1	38.76	9.09	.004**
Education	2	.946	.22	.802**
Gender * Education	1	5.60	1.31	.258**
Position	1	1.57	.37	.542**
Gender * Position	1	5.19	1.24	.270**

Table 3 shows that the participants who are civil servant candidates have had different results in terms of gender. These differences provide an analysis that the abilities and skills of the participants are different between male and female participants. The results of the actualization of male participants were better than the female participants. The results are presented in Table 2 with the average score for male participants being more significant than the female participants. When the participants carried out the actualization process, the male participants were able to explore more in terms of creative abilities and ideas in making actual activities (practices).

Male participants have solid ideas and thoughts while exploring the knowledge they have received; as supported by Zubaidah et al. (2017) that males logically understand reconstruction. The rational experience possessed by the participants has been transformed from theory to practice well. One of the results of the actualization designed and made by the participants was like making web-based learning media in the classroom. The ability of the participants to implement the theory into practice is called actualization. The overall results of the actualization by the participants, both male and female, have an average of suitable categories. However, the results obtained by male participants are the upper hand over the females.

In terms of the materials presented by the resource persons and the committee of the basic training for the Civil Servant Candidates positively impacted the participants. It can be seen from the results of the actualization assessment (See Table 2). Participants obtain satisfactory results of the actualization assessment. The average score for the results of the actualization by the participants is 85.42. The results of actualization obtained range values that are not too far from the category of educational background and position. In contrast, the results of actualization by male participants led to more significant results than female participants, so there was a considerable difference, with a sig. of less than 0.05. The actualization practices by the participants in general employed a project-based learning model; good analytical and logical skills are needed in implementing the project-based learning model, thus the male participants are believed to excel in logical thinking (Fuad et al., 2017).

The participants (CPNS) are with education qualification of undergraduate graduates and some are postgraduates. The results of actualization obtained based in terms of educational level, participants holding Bachelor's Degree and Master's Degree, did not show different results. When exploring the results of actualization into actual practice, both undergraduate and postgraduate participants had almost the same results. During the actualization process, participants were also trained in the habituation of ideal self-character when becoming a civil servant and the results of all participants were very satisfactory because the mentors supervised the participants intensively when the actualization

activities were taking place. The excellent work of the participants is closely related to the performance of the mentors and resource persons during the supervision (Crawford, 2010).

Further analysis related to the performance of the resource persons is needed. The assessment of the actualization assessed by the resource persons began with the preparation of the design. The practice of the actualization design started with identifying problems in the participant’s workplace, making innovative ideas or ideas to make changes to services in the workplace by the duties of their position. Participants were required to create a matrix to arrange the stages of activities and determine the output of each activity.

3.3 Performance Assessment of the Trainers

The performance of the resource persons was assessed after the implementation of basic training for the civil servant candidates. There were 50 participants of the training who assessed the performance of the resource persons, and the assessment was carried out as a form of participants’ response to the performance of the resource persons. The data collection technique for assessing the informants was carried out by distributing questionnaires to the participants of the training. The first questionnaire contains an assessment of each resource person with certain criteria determined by the researchers. The second questionnaire contains an assessment of the performance of the committee in managing the basic training. The assessment criteria were set in a range of 0-20 (very unsatisfactory), 21-40 (unsatisfactory), 41-60 (quite satisfactory), 61-80 (satisfactory), 81-100 (very satisfactory) (Ridwan & Akdon, 2013).

Table 4 shows the results of the assessment of each resource person. Resource persons with identities A to K delivered the material in their respective fields during the training (see Table 4). The delivery of training materials includes institutional substantive technical content, concepts of actualization, nationalism, anti-corruption, state defense preparedness, accountability, analysis of contemporary issues, State Civil Apparatus management, public ethics, quality commitment, and the whole government. After conducting the assessment, each resource person obtained results with “very satisfactory” (See Table 4).

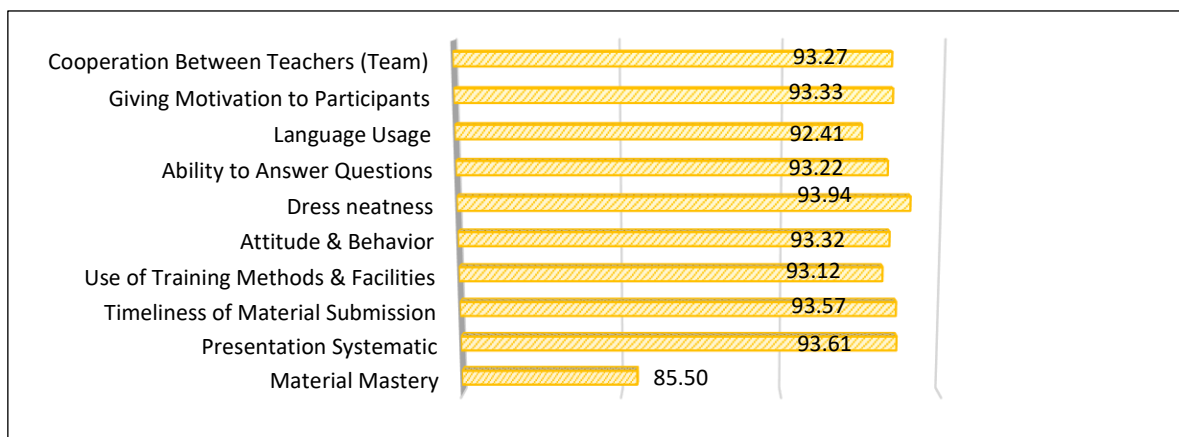
Table 4. Performance Assessment of the Trainers

Coaches (<i>Widyaiswara</i>)	Training materials	Criteria
A	Institutional Substantive Technical Content	VS
B	Concept of Actualization	VS
C	Nationalism	VS
D	Anti-Corruption	VS
E	National Defense Preparedness	VS
F	Accountability	VS
G	Contemporary Issues Analysis	VS
H	State Civil Apparatus Management	VS
I	Public Ethics	VS
J	Quality Commitment	VS
K	Whole of Government	VS

Each resource person was assessed based on ten aspects, including cooperation between resource persons, motivating participants, use of language, ability to answer questions, neatness of dress, attitudes, and behavior, use of training methods and facilities, timeliness of material delivery, systematic presentation, and mastery of the material (Baldwin & Ford, 1988; Curado & Teixeira, 2014). Each aspect of the questionnaire was assessed by the participants based on an assessment criteria scale with five criteria (Ridwan & Akdon, 2013). Figure 1 shows that all aspects of the assessment resulted in

“very satisfactory” requirements. The lowest result is in the element of material mastery with a score of 85.50 and the highest result on the aspect of neatness in a dress with a score of 93.94. These results indicate that the performance of the resource persons during the training received a good score and response from the participants of the training.

Figure 1. Aspects of Performance Assessment of the Trainers



In Figure 1, the collaboration between teachers obtained very satisfactory results. The ability to develop cooperation between teams is one of the indicators of the success of the training event. This suitability aligns with previous researchers that good teamwork skills are needed in the 21st century. The other aspect is motivation (Morgan. 2019; Wulandari & Ermawati, 2019; Kivunja, 2014; Malik, 2018), that motivating training impacts the self-characteristics and skills of the participants (Suhendar & Suryana, 2021). The ability of the resource person in using good language becomes a benchmark for the condition of a communicative study room. Resource persons should be equipped with leadership skills and responsible for the needs of the activities in the training room (Aragón & Valles, 2013). In addition to being communicative in conveying the materials, resource persons should also be communicative in giving responses to the questions from the participants. The ability of the resource person to address arguments communicatively shows the personality and characters of the individuals (Joshi & Wakslak, 2014; Efendi et al., 2020). The fourth aspect in Figure 4 shows satisfactory results.

Attitudes and behavior also show a positive outcome from the assessment (See Figure 1). The attitudes favored by the participants were responsive, energetic, problem-solving, and enthusiastic in delivering materials and accommodating the learning activities during the training. A resource person who has a lively spirit and responsive behavior is likely to awaken the nature of the trainees (Gu, 2021). Then the other aspects needed by the resource persons are the way of dressing, the use of methods during the training, mastery of the material, and time management to obtain positive attitudes from the participants. Participants will trust the speakers if they are able to convey the material well. It is important that the speakers fully understand the material presented. Understanding these concepts may reduce participants' misconceptions during the learning and training process (Hidayaatullah et al., 2020; Wulandari & Ermawati, 2019). The assessment results related to the delivery of the material showed very satisfactorily overall. The good response and assessment results indicate that the training went smoothly.

3.4 Performance Assessment Basic training committee

The questionnaire to measure the performance of the committee was distributed to the participants after the training was completed. Fifty participants assessed the performance of the committee in

regards to the committee's performance. The questionnaire consisted of 13 aspects of statements related to the committee's performance starting from the training preparation, the place and infrastructure at which the training was conducted, and the food and dishes served. The assessment criteria are set at a range of 0-20 (very unsatisfactory), 21-40 (unsatisfactory), 41-60 (quite satisfactory), 61-80 (satisfactory), 81-100 (very satisfactory) (Ridwan & Akdon, 2013).

Table 5. Performance Assessment of the Basic Training Committee

Statement to-	Assessment Aspects	Score	Criteria
1	Training Schedule	88.75	VS
2	Training Information	90.00	VS
3	Completeness of Facilities & Infrastructure Training information	92.13	VS
4	Availability and cleanliness of dormitories, classrooms, dining rooms, libraries and toilets	91.75	VS
5	Availability and quality of learning LCD/Projector/flipchart, whiteboard, sound system, lighting)	93.00	VS
6	Availability and quality of learning facilities related to information technology (wifi, e-learning, e-mailing list)	90.25	VS
7	Availability, cleanliness, and functioning of sports facilities, health, places of worship and other facilities.	91.00	VS
8	Availability and quality of literature at the library	86.63	VS
9	Adequacy of the menu and nutrition served	93.88	VS
10	Cleanliness in serving food	92.88	VS
11	Number of dishes consumed	93.88	VS
12	Courtesy and friendliness of the officers	93.50	VS
13	Responses to participant's needs and complaints	93.38	VS

Table 5 shows that the performance assessment of the committee gained very satisfactory results with a range on the scale of 81-100. The highest results are in dishes and food presentation and hygiene with a score of 93.88, while the lowest marks are in the aspect of the availability of reading materials at the library. Preparation before starting an activity is an element that needs to be considered as well as careful preparation may lead to maximum results (Wahyuningsih & Sartika, 2020). The initial preparation required by the committee is related to the schedule. By setting a timetable may help relevant parties to perform better and manage the activities easier. In addition, by providing the program schedule, it would be easier for the participants and committees to manage the time and place accordingly. The preparation of the plan by the committee for the basic training of civil servant candidates obtained favorable results. Good planning is believed to gain satisfaction in teaching and learning (Madzfuzah et al., 2021).

In terms of the place prepared by the committee, it is considered quite good. It can be seen in the assessment on aspects 3, 4, 5, 6, 7, and 8. The availability of places, such as sports, education, learning areas, and dining rooms, are suitable to support the training rooms. The participants' assessment shows that the committee of the basic training has performed well. In addition, the committee's responses during the training process were very responsive and communicative as shown by assessment aspects 12 and 13 (See Table 5). It offers the preparation of the committee in addition to the right time and place, including the performance of a friendly and communicative attitude and behavior. The success of

an event is determined by the readiness of the participants and the committee before running the event (Wart, 2015).

3. Conclusion

This research concludes that there is a significant difference between male and female participants in conducting the actualization activities, but not in terms of the positions of the participants, such as between the teachers and lecturers and education level (Bachelor's Degree and Master's Degree). The results of actualization by male participants are higher than female participants. In addition, the performance of the trainers and committee was satisfactory. This research has a relatively limited sample of civil servant candidates. It is suggested that more comprehensive development be needed. Directions for further research are to analyze more models so that the results of the actualization between participants at each level of education are more visible.

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